The Afterschool Investments Project Resource List

This list of selected resources is intended to serve as a starting place for afterschool program developers and policy makers looking to build the supply and increase the quality of school-age programs in their states and communities. Each web site and publication on the Resource List includes links to a wide range of other important resources and information related to opportunities and challenges in the afterschool field.

For information about statewide programs, policies, and resources for school-age care, as well as notable local out-of-school time initiatives and relevant demographic data, see the Afterschool Investments Project State Afterschool Profiles. This web resource includes each state's practices and approaches, along with national comparisons of selected afterschool data, a searchable database of statewide initiatives, and a national summary profile. Available online at nccic.org/afterschool/statep.html

Program Development (e.g. activities planning, curriculum development, program management)

Publications

Academic Content, After-School Style: A Notebook and Guide, published by Foundations, Inc., 2003. Designed as a write-in notebook for teachers and program directors, this guide summarizes academic content standards and provides ideas, tips, tools, and references to help merge academic content with afterschool activities. Order online at www.foundationsinc.org

Beyond the Bell: A Toolkit for Creating Effective After-School Programs, second edition, published by the North Central Regional Educational Laboratory (NCREL), 2001. This publication provides tools and information in key areas of developing afterschool programs. Order online at www.ncrel.org/after/bellkit.htm

A Resource Guide for Planning and Operating After-School Programs, published by the Southeast Development Lab (SEDL), 2003. This publication provides an annotated resource list to support afterschool program development for school-aged children. Available online at www.sedl.org/pubs/fam95/.

Together We're Better: A Practical Guide to Including Children of All Abilities in Out of School Time Programs, published by Kids Included Together, 2004. This training manual for providers interested in including special-needs children in their program includes chapters about the Americans with Disabilities Act, Respectful Accommodations, and Partnering with Families. Order online at www.kitonline.org/training_manual_order_form.pdf

Web Resources

Academic Enrichment Project: www.afterschool.org/aea/index.html
Learning Point Associates has created this web site containing examples of high-quality academic enrichment activities gathered from afterschool programs across the country. The site also includes tools to help programs improve their academic enrichment activities.

Afterschool.Gov: www.afterschool.gov
This web site offers links and referrals to a variety of afterschool resources, including a database of more than 100 grant and loan programs from the federal government. Program development information and resources can be found by clicking on "Activities."

Extended Learning and Development Opportunities: www.ccsso.org
As part of their High Poverty Schools Initiative, the Council of Chief State School Officers profiles successful extended learning programs and the policies and practices related to their implementation and maintenance.

National AfterSchool Association (NAA): www.naaweb.org
NAA promotes national standards of quality school-age care for children and youth 5 to 14 years old, and grants accreditation to programs meeting the standards. The web site includes links to various resources, including state affiliates' web sites.

National Child Care Information Center (NCCIC): nccic.org
NCCIC, a project of the Child Care Bureau, Administration for Children and Families (ACF), U.S. Department of Health and Human Services, is a national resource that links information and people to complement, enhance, and promote the child care delivery system. The web site includes resource lists and other pages dedicated to school-age care and youth development.

National Institute on Out-of-School Time (NIOST): www.niost.org
NIOST is a national leader in providing highly interactive, research based training for directors and staff, school administrators, community leaders, and others committed to providing high quality afterschool programs for children and youth. Publications address a variety of topics, from worker compensation to curriculum planning.

National Partnership for Quality Afterschool Learning: www.sedl.org/afterschool
The National Partnership is identifying afterschool programs that demonstrate exemplary or promising practices in providing high-quality, research-based academic content. Sites will receive technical assistance, and the National Partnership will produce technical assistance toolkits addressing academic content areas.

Promising Practices in Afterschool: www.afterschool.org
Developed and maintained by the Academy for Educational Development, this web site offers descriptions of promising practices in afterschool programming and policymaking in several key areas.
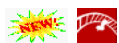
Promoting Fitness and Nutrition in Afterschool Settings: nccic.org/afterschool/tactivities.html
This section of the Afterschool Investments Project website includes audio recordings, a transcript, and presentation materials from a national audio conference featuring programming, policy, and financing strategies for afterschool programs seeking to promote physical activity and nutrition.

Financing & Sustainability

Publications

Balanced and Diversified Funding: A Formula for Long-Term Sustainability for After School Programs, published by the California Department of Education/Foundation Consortium Partnership, 2001. This paper provides a funding formula related to sustainability of afterschool programs. Although written with a focus on California projects, it presents information useful to any program developer. Available online at www.nccenet.org/funding/balanced_funding_paper.htm

Financing Childhood Obesity Prevention Programs: Federal Funding Sources and Other Strategies, published by The Finance Project, 2004. This guide profiles federal funding sources that can be used to support obesity prevention strategies from communities utilizing these funds and outlines key considerations to help leaders develop financing plans to meet their program goals. Available online at www.financeprojectinfo.org/publications/obesityprevention.pdf

Finding Funding: A Guide to Federal Resources for Out-of-School Time and Community School Initiatives, published by The Finance Project, 2003. This comprehensive updated publication includes detailed information on all potential federal funding sources for out-of-school time programs. Available online at www.financeprojectinfo.org/Publications/FundingGuide2003.pdf

Nourish Their Bodies, Feed Their Minds: Funding Opportunities and Nutrition Resources for Afterschool Programs, published by the Food Resource Action Center, 2005. To make it easier for out-of-school time programs to participate in federal child nutrition programs, this toolkit provides information on how the child nutrition programs operate and how to access them. Available online at www.frac.org/Afterschool_Guide.pdf

Replacing Initial Grants: Tips for Out-of-School Time Programs and Initiatives, published by The Finance Project, 2002. This book is designed to help new program directors find longer-term funding by providing concrete tips and examples of ways other out-of-school time initiative leaders have succeeded in replacing initial seed grant money by creating a diverse portfolio of federal, state, local, and private funds. Available online at www.financeprojectinfo.org/Publications/fptips.pdf

Sustainability Planning Workbook, published by The Finance Project, 2003. The Workbook helps program developers and community leaders clarify their vision, identify key issues in sustaining their work, and develop strategies to achieve their long-term goals. The Workbook includes a "planning to plan" guide and five step-by-step modules that help initiative leaders identify specific resources and strategies that are needed to successfully sustain effective programs and services. Order online at www.financeproject.org

Using NCLB Funds to Support Extended Learning Time: Opportunities and Challenges for Afterschool Programs, forthcoming from the Council of Chief State School Officers and The Finance Project, 2005. This brief provides examples, tips, and considerations for afterschool programs navigating recent changes in federal education funds supporting afterschool programs. Available online at www.financeproject.org

Web Resources

Out-of-School Time Finding Funding Clearinghouse: www.financeproject.org/irc/ost/funding.asp
This section of The Finance Project's Out-of-School Time Information Resource Center highlights funding sources and financing strategies and considerations for their implementation. Strategy brief topics include: accessing funding from federal agencies, such as SAMHSA or the Department of Justice; utilizing specific funding streams, such as Title I, CCDF, or TANF; and financing particular program components, such as facilities or transportation.

Measuring Results

Publications

Documenting Progress and Demonstrating Results: Evaluating Local Out-of-School Time Programs, published by the Harvard Family Research Project and The Finance Project, 2002. This guide provides out-of-school time practitioners with techniques, tools, and strategies they can use to improve their programs and track their effectiveness over time. Available online at
www.financeprojectinfo.org/Publications/OSTlocalevaluation.pdf

The Impact of Afterschool Programs: Interpreting the Results of Four Recent Evaluations, published by the W.T. Grant Foundation, 2004. This technical analysis of four recent afterschool evaluations includes recommendations for designing future evaluations and a discussion of reasonable expectations. Available online at www.wtgrantfoundation.org/usr_doc/After-school_paper.pdf

Moving Towards Success: Framework for After-School Programs, published by the C.S. Mott Foundation, 2005. This tool is designed to assist afterschool program staff embark on a long-term strategic plan by presenting examples of program goals, program elements, desired participant outcomes, and measures. Available online at www.publicengagement.com/Framework/images/framework_61505.pdf

Out-of-School Time Program Evaluation: Tools for Action, published by the Northwest Regional Educational Laboratory, 2003. This resource offers advice and tools for evaluating programs conducted outside regular school hours. It includes several user-friendly surveys for a full range of participants. Available online at www.nwrel.org/ecc/21century/publications/ost_tools.pdf

Web Resources

Child Care and Early Education Research Connections: www.childcareresearch.org
The National Center for Children in Poverty, the Inter-University Consortium for Political and Social Research, and the Child Care Bureau designed Child Care and Early Education Connections to serve researchers and policymakers by providing a searchable database of research, data sets, syntheses, and a 50-state data tool to compare policies within and across states.

Harvard Family Research Project: gseweb.harvard.edu/~hfrp
The Harvard Family Research Project houses a variety of program evaluation resources, including the Out-of-School Time Program Evaluation Database, and publications such as *Issues and Opportunities in Out-of-School Time Evaluation Briefs*. The database profiles the evaluation experiences of afterschool programs and initiatives, which are searchable on several key criteria. Evaluation briefs provide a rich discussion of many relevant topics around measuring results in afterschool programs.

Collaboration & Partnerships

Publications

Building and Sustaining After-School Programs: Successful Practices in School Board Leadership, published by the National School Boards Association, 2004. This report features eight districts whose school boards are providing innovative leadership for afterschool programs through policy and partnership. Available online at www.nsba.org/site/docs/34300/34244.pdf

CCDF and 21CCLC: State Efforts to Facilitate Coordination for Afterschool Programs, produced by the Afterschool Investments Project, 2004. To date, few afterschool programs have successfully integrated funding from the Child Care and Development Fund and 21st Century Community Learning Centers. This brief describes the rationale for increased coordination, the challenges involved, and emerging strategies for states to consider that can make it easier for programs to utilize both funding sources. Available online at nccic.org/afterschool/projectres.html

The Challenge of System-Building in the After-School Field: Lessons From Experience, produced by the National Institute on Out-of-School Time, 2003. This paper analyzes the tasks, questions, and challenges associated with system-building in the afterschool field, focusing on city level efforts. Available online at www.niost.org/about/HalpernSystemsFull.pdf

Creating a Vision for Afterschool Partnerships, produced by the Afterschool Investments Project, 2004. This tool is intended to help the growing number of new afterschool partnerships create a shared vision for their work. It contains information to educate partners on what a vision statement is and the purpose it serves; provides two alternative techniques for creating a vision; and includes a variety of considerations for planning teams as they finalize a vision statement. Available online at nccic.org/afterschool/projectres.html

Expanding Afterschool Opportunities, published by the National League of Cities, 2002. This document offers strategies, examples, and resources to municipal leaders striving to forge partnerships in order to improve afterschool opportunities for youth in their communities. Available online at www.nlc.org/content/Files/afterschool%20action%20kit.pdf

A Guide to Successful Public-Private Partnerships for Out-of-School Time and Community School Initiatives, published by The Finance Project, 2001. The guide is designed to provide policy makers, program leaders, system-building advocates, and others with practical information on creating and maintaining public-private partnerships. Available online at www.financeprojectinfo.org/Publications/ostpartnershipguide.pdf

Making the Most of After-School Time: Ten Case Studies of School-Based After-School Programs, published by the National Association of Elementary School Principals, 2005. These case studies profile afterschool programs in urban, rural, and suburban communities across the country, with a special emphasis on the various roles principals play in helping to make programs successful. Available online at www.naesp.org/ContentLoad.do?contentId=949

Statewide Afterschool Networks: Policies and Practices, published by the C.S. Mott Foundation, 2005. This publication provides examples of what statewide afterschool networks funded by the C.S. Mott Foundation describe as their successes, challenges, and progress toward their goals. Available online at www.publicengagement.com/afterschoolnetworks/EP2_final_web.pdf

21st Century Community Learning Centers: www.ed.gov/programs/21stcclc/index.html
This federal afterschool program supports local community learning centers that are true partnerships of schools and community-based organizations. This web site describes the federal program, houses a searchable grantee database, and provides links to additional resources on afterschool.

Child Care Partnership Project: nccic.org/ccpartnerships/home.htm
This project was supported by Child Care Bureau of the U.S. Department of Health and Human Services' Administration for Children and Families. This web site provides practical information on creating and maintaining public-private partnerships to increase and improve child care in states and communities. Project resources include profiles, case studies, and fact sheets of successful child care partnerships and approaches as well as other tools and materials to help initiative leaders create and sustain partnerships.

National Network of Statewide Afterschool Networks: www.publicengagement.com/afterschoolnetworks
Maintained by the Collaborative Communications Group, this site provides information about each state network funded by the C.S. Mott Foundation as well as resources for building afterschool networks.

Extended-Day Learning Opportunities (EDLO) Online Resource Center: www.nsba.org/edlo
The National School Boards Association maintains this clearinghouse of resources to help school leaders implement policies and collaboration strategies to support afterschool programs.

Community Mobilization & Outreach

Publications

The Afterschool Hours: A New Focus for America's Cities, published by the National League of Cities, 2005. By highlighting eight successful community afterschool initiatives, this publication demonstrates the connection between the availability of quality afterschool programs and improving both the quality of life and economic development in cities. The report highlights lessons learned and provides strategies for civic leaders. Available online at www.nlc.org/content/Files/IYEF-Lessons%20Learned%20Afterschool.pdf

All Work and No Play?: Listening to What Kids and Parents Really Want from Out-of-School Time, published by Public Agenda, 2004. Using results from national surveys, this publication finds that children and parents value the afterschool programs they access but that many do not have access to the types of programs they desire. Available online at www.publicagenda.org/research/research_reports_details.cfm?list=2

Estimating Supply and Demand for Afterschool Programs: A Tool for State and Local Policy Makers, produced by The Afterschool Investments Project, 2004. This tool provides a framework for estimating supply and demand—from basic steps to an in-depth review—by summarizing and highlighting experiences in a number of states. This tool describes the ways states and communities have made estimates and includes lessons learned from pioneers in the field. Available online at nccic.org/afterschool/projectres.html

Inside the State House: The People and Ideas that Shaped After-School Legislation, published by the National Conference of State Legislatures, 2004. Each of the six vignettes in this collection describes a piece of legislation to support afterschool programs, the process behind its implementation, and the people who made it work. Order at www.ncsl.org/public/catalog/pubs.cfm?prodid=013152

Making the Case: A Fact Sheet on Children and Youth in Out of School Time, published by the National Institute on Out of School Time, 2005. This fact sheet provides a summary of statistics and research findings relevant to making the case for expanding and improving opportunities for afterschool programs. Available online at niost.org/publications/Factsheet_2005.pdf

Making Out-of-School-Time Matter: Evidence for an Action Agenda, published by the RAND Corporation, 2005. This literature review identifies and assesses relevant issues concerning effective out-of-school-time (OST) programs. Drawing on recent studies the authors identify and address the level of demand for OST services, the effectiveness of offerings, what constitutes quality in OST programs, how to encourage participation, and how to build further community capacity. Available online at rand.org/publications/MG/MG242/index.html

"No More Islands: Family Involvement in 27 School and Youth Programs," published by the American Youth Policy Forum, 2003. This report compiles evaluations and profiles of schools and youth programs that have incorporated family involvement activities. The report also describes key barriers to family involvement and provides recommendations for policy makers and program providers. Available online at www.aypf.org/publications/nomoreisle/index.htm

Out-of-School Time Matters: What Community Foundations Can Do, published by the Coalition of Community Foundations for Youth, 2002. This tool offers practical information for community foundation leaders interested in the development of out-of-school time systems in their communities. Highlighting examples from around the U.S., it seeks to capture what is being learned about efforts to build quality systems and to challenge community foundations to help their communities sustain these systems. Available online at www.ccfy.org/toolbox/out_of_school_time.htm

Web Resources

 Afterschool Alliance: www.afterschoolalliance.org
The Afterschool Alliance is dedicated to raising awareness of the importance of afterschool programs and advocating for quality, affordable programs for all children. The organization's web site includes links to many useful tools and resources to help increase awareness about the benefits of afterschool programs in their communities, including an Afterschool Action Kit.

 Coalition for Community Schools: www.communityschools.org
The Coalition for Community Schools works toward improving education and helping students learn and grow while supporting and strengthening their families and communities. Community schools bring together many partners to offer a range of supports and opportunities to children, youth, families and communities— before, during, and after school, seven days a week.

 The Institute for a Child Care Continuum: www.bankstreet.edu/ICCC/
The Institute for a Child Care Continuum at Bank Street College provides access to research, information on state policies, and links to other resources related to family, friend, and neighbor child care.

For more information about the Afterschool Investments Project or to submit a request for technical assistance or information, contact The Finance Project at (202) 587-1000 or by email at afterschool@financeproject.org

This resource list is intended for informational purposes only. The Afterschool Investments Project and the U.S. Department of Health and Human Services do not endorse any organization, publication, or resource.

U.S. Department of Health and Human Services
Administration for Children and Families
Child Care Bureau